



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 218426

DfES Number: 513944

INSPECTION DETAILS

Inspection Date	19/04/2004
Inspector Name	Sally Ann Smith

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Elswick House - VAR
Setting Address	Fisherwick Road Lichfield Staffordshire WS14 9LH

REGISTERED PROVIDER DETAILS

Name	Mrs Linden Green
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Elswick House Nursery School opened in 1986. It operates from a wing of the proprietor's home, which is a converted seventeenth century stable block. The nursery serves Whittington and surrounding areas.

There are currently 51 children on roll. This includes ten funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

Eleven full and part-time staff work with the children. 50% of staff have early years qualifications to NVQ level 2 or 3. The nursery receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Elswick House Nursery School provides satisfactory care for children. The environment is warm and welcoming for children and parents and staff are friendly and approachable. An operational plan is in place which includes some policies and procedures but does not identify how children are grouped, the management of staff or how the continuing training needs of staff will be met. Arrival and departure times for all children are not recorded.

Staff take positive steps to reduce most hazards in the nursery and are responsible for checking the setting on a daily basis to minimise risks to children, although there is no formal risk assessment procedure in place. Children's personal hygiene is well promoted and they are made aware of the emergency escape procedures. However, there is no policy for sick children and procedures for medication, emergency treatment and children's outings lack detail. Staff are not conversant with Area Child

Protection Committee procedures.

Staff plan a variety of activities to stimulate the children and have a calm re-assuring approach which ensures the children are settled and happy in their play. Children's mathematical thinking and language is challenged through a variety of fun and interesting play opportunities to extend their learning. Staff listen attentively to the children and value their contributions. They talk to the children and encourage them to be confident and develop their self-esteem. Behaviour management is good and children respond well to the high expectations, encouragement and support of staff. Children are encouraged to share and take turns when speaking and playing.

Positive relationships are fostered with parents and information is exchanged informally on a regular basis, although parents are not aware of all aspects of the routine and activities. Children are cared for in accordance with parents' wishes.

What has improved since the last inspection?

Not applicable

What is being done well?

- A warm and welcoming environment is provided where staff are friendly and approachable to children and parents.
- Relationships between children and staff are good and children are confident learners. Staff listen to what children say and ask questions to encourage children's language.
- Behaviour management is good and children respond well to the high expectations of staff.

What needs to be improved?

- the procedures for health and safety and child protection
- the operational plan,
- the procedures for sharing information with parents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
6	Ensure that health and safety procedures comply with Environmental Health regulations. Devise a written risk assessment of the premises and implement an action plan to minimise identified risks.	14/05/2004
6	Ensure that written permission is obtained from parents to take children swimming.	14/05/2004
7	Devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it.	14/05/2004
7	Request written permission from parents for seeking emergency medical advice or treatment and before administering medication to children	14/05/2004
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures. Develop staff's knowledge and understanding of child protection issues.	14/05/2004
14	Ensure that children's arrival and departure times are recorded.	14/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Improve the operational plan to include the grouping of children, how the training needs of staff will be met, induction procedures and opportunities for staff to share information.
4	Improve opportunities for staff to have breaks away from areas being used by children.
12	Increase opportunities for parents to receive regular information on their children's progress, activities and nursery routine.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Elswick House Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals.

The environment is warm and welcoming and children are relaxed, confident and eager to learn. Provision for children's physical and creative development as well as communication, language and literacy is well planned and children make very good progress in these areas.

The quality of teaching is generally good. Staff plan a variety of practical activities to support children's learning. They offer effective support through questioning which extends children's knowledge and understanding and, as a result, children are confident speakers. However, opportunities to encourage children's independence and consolidate their mathematical understanding are sometimes missed. Activities are not evaluated to help inform planning. Children respond well to the high expectations, encouragement and support of staff. Children listen to each other, share and take turns. There is a good range of equipment to support children's learning. Although there were no children present with special educational needs, effective strategies are in place to support their learning.

The leadership and management of the nursery is generally good. Staff are clear about their roles and work well as a team. The proprietor works with the staff and acknowledges their skills and strengths but there is no system in place to identify any training needs for the staff. Some staff attend cluster meetings but opportunities for staff to meet together to discuss issues are limited.

Partnerships with parents are generally good and information is shared through daily discussion. However, parents are not given ideas of practical activities to do at home and do not formally discuss their children's assessments with staff. Parents are encouraged to be involved in sessions to enhance children's learning by sharing experiences and giving talks to the children.

What is being done well?

- Staff work well together as a team to provide an interesting range of activities and resources for the children to enhance their development.
- Interaction between staff and children is good. Staff listen to the children and use effective questioning to extend children's language. Consequently, children develop very good speaking skills.
- Relationships between children and staff are good. Children are developing self-confidence and are keen to learn.
- Staff have high expectations of children's behaviour and children behave

well.

What needs to be improved?

- the evaluation of activities
- opportunities to develop children's independence and consolidate their mathematical understanding
- the information given to parents
- opportunities for staff to share information, plan and identify training needs.

What has improved since the last inspection?

Progress since the last inspection has been generally good. The staff have introduced a number of effective measures to improve teaching which were raised as key issues in the previous inspection report.

Planning has been implemented to include long, medium and short term plans. Plans identify learning intentions, resources required and how activities offer differentiation for the more able children.

An assessment system is in place linked to the stepping stones and staff make observations on a regular basis of children's progress which are given to the teacher in the pre-school room. She completes the development profiles and assessments for each of the funded children and shares the information with parents annually.

The teacher for the pre-school children is now the designated Special Educational Needs Co-ordinator (SENCO) for the setting and she has attended training and liaised with the area SENCO to help formulate a special educational needs policy.

Staff attend cluster meetings to enhance knowledge around the six areas of learning and how practice can be improved. Staff find these meetings useful and implement ideas into the daily routine.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and eager to learn and settle quickly to task. They are sensitive towards each other's needs and differences and share and take turns. Children are confident and show independence by going to the toilet and dressing themselves but routines do not always enable them to consolidate other areas of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are fluent speakers using increasing vocabulary, including French. Children interact well with staff and are confident to ask questions. Children's language is extended by joining in with familiar rhymes and songs and listening attentively to stories. Children are able to recall elements of the story and predict what might happen. Children are able to identify initial letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children understand shape and size through practical activities and use different mathematical concepts and language appropriately. Children count well and recognise numbers that are one more or one less up to ten. Children's understanding of addition, subtraction and reinforcement of shape is developing during planned activities. However, this is not always consolidated in everyday routine situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are provided with a variety of activities, which enable them to explore their environment, particularly features of living things. They are gaining skills using different tools and equipment to join materials and are developing their investigative skills. Children are very competent when using the computer and printer and access some programmes independently.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to take part in all aspects of physical play particularly outside. They use outdoor space to develop co-ordination skills and develop their imagination. Children confidently use a range of tools safely and with control. Children are developing an increasing awareness of their bodies and the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore textures, shape and colour using a variety of different materials. The children are familiar with many different colours. Children respond well to music and enjoy moving to sounds and singing familiar songs. They develop their imagination in a variety of music, dance and role-play situations.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Evaluate activities to help staff plan for individual children's learning.
- Use everyday practical situations to consolidate children's mathematical understanding and develop their independence.
- Improve opportunities to share information with parents about the curriculum and their child's progress.
- Provide opportunities for staff to discuss planning, share information and identify training needs to address areas for development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.